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ABSTRACT

This self-instructional module, one of 16 on techniques for coordinating work experience programs, provides preservice and inservice educational materials for teacher-coordinators supervising on the job training. The three goals stated for this module are (1) to know the types of information needed to obtain an appropriate training station, (2) to understand the step-by-step procedure for obtaining a training station, and (3) to be able to conduct an interview with a businessperson to obtain a training station. For each goal, these materials are provided: an optional pretest, informative material, and a self-check. A guide sheet is provided in the materials for a videotape presentation on goal 3. Other module contents include a module posttest, pre- and posttest answer keys, and a list of resources for additional information. (YLB)

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ED233145

Obtaining Training Stations

This module contains two major parts:

1. The printed material on preparing for and conducting an interview with a businessperson to obtain a training station.

2. A video-tape presentation illustrating an interview with a businessperson to obtain a training station.

Prerequisite for module: None

When you have completed this module, you will:

GOAL 1: Know the types of information needed to obtain an appropriate training station.

GOAL 2: Understand the step-by-step procedures for obtaining a training station.

GOAL 3: Be able to conduct an interview with a businessperson to obtain a training station.

To begin this self-instructional module, please turn to the pre-test on page 2.

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MODULE NUMBER 3

WORK EXPERIENCE PROGRAM MODULES
COORDINATION TECHNIQUES SERIES

ACKNOWLEDGMENTS

The Work Experience Modules were developed by Work Experience teacher-coordinators, Vocational Education teacher-coordinators, University teacher educators, and Special Needs consultants in Iowa. Funding for the coordination techniques project was provided through grants from Iowa Department of Public Instruction, Career Education Division.

The modules were written by:

Module 1: Values of Cooperative Training - Dr. Steven Corbin
Module 2: Coordination Techniques - Dr. Jim Burrow and Dr. Roger Ditzenberger
Module 3: Obtaining a Training Station - Mrs. Bonnie Schmalle
Module 4: Placement Procedures and Counseling Students for Job Application - Mr. John Kidney
Module 5: Training Agreements - Dr. Jack Reed
Module 6: Student Orientation for On-the-Job Training - Mrs. Sue Hahn
Module 7: Responsibilities of the Teacher-Coordinator and Training Sponsor in Providing On-the-Job Training - Dr. Jack Reed
Module 8: Developing and Implementing Training Plans - Dr. Jim Burrow
Module 9: Evaluating On-the-Job Training - Dr. Jim Burrow and Dr. Roger Ditzenberger
Module 10: Establishing an Advisory Committee - Dr. Del Shepard and Dr. Jim Burrow
Module 11: Federal and State Employment Laws - Mr. John Kidney
Module 12: Regular Coordination Activities - Dr. Jim Burrow
Module 13: Vocational Student Organizations - Dr. Dennis Wubbena and Dr. Jim Burrow
Module 14: Vocational Assessment - Dr. William Callahan
Module 15: Support Services - Mr. John Struck
Module 16: Affirmative Action - Dr. Carl Shawhan and Dr. Ray Morley

The Work Experience Advisory Committee designed the coordination techniques model and developed the module titles and goals. The committee was also extensively involved in editing each module and suggested additions, corrections, and revisions. The Work Experience Advisory Committee included:

Dr. Roger Ditzenberger - Project Co-Director
Dr. Jim Burrow - Project Co-Director
Dr. Ray Morley - Project Consultant
Dr. William Callahan - Advisory Committee Member
Mr. Larry Esk - Advisory Committee Member
Mr. Ed O'Leary - Advisory Committee Member
Mrs. Bonnie Schmalle - Advisory Committee Member
Mr. John Struck - Advisory Committee Member

The modules have been field-tested by over 250 teachers in Special Education and over 200 pre-service students in Special Education and Vocational Education.

Production of the modules was coordinated by Ms. Linda Welton. Modules were typed, edited, and assembled by Ms. Linda Welton, Ms. Julie Adams, and Ms. Kris Eichelberger.

WORK EXPERIENCE MODULES

BUSINESS EDUCATION AND ADMINISTRATIVE MANAGEMENT
UNIVERSITY OF NORTHERN IOWA
in cooperation with
SPECIAL NEEDS SECTION
IOWA DEPARTMENT OF PUBLIC INSTRUCTION
1982

PRE-TEST: GOAL 1

KNOW THE TYPES OF INFORMATION NEEDED TO OBTAIN AN APPROPRIATE TRAINING STATION

DIRECTIONS: If you wish to attempt the module assessment, complete the questions for the pre-test. If you do not wish to take the pre-test, turn to page 3 to begin the learning activities.

1. What is the primary purpose of an interview with a potential training sponsor?

2. List four types of information about the cooperative work experience program which you should be able to describe to potential training sponsors.

3. List the major types of information you must know about a student before approaching employers for a supervised work experience placement.

DIRECTIONS: When finished with the pre-test, please turn to page 18 and compare your answers with the pre-test key. If you missed any questions, read the material on pages 3-6.

LEARNING ACTIVITIES

GOAL 1: KNOW THE TYPES OF INFORMATION NEEDED TO OBTAIN AN APPROPRIATE TRAINING STATION

DIRECTIONS: Read pages 3 - 6 and then complete the Self-Check.

INTRODUCTION:

In order to have a successful cooperative work experience program, care must be taken in obtaining an appropriate training station. The student must be placed in a work situation that matches with the student's career objectives. Training must be available that is consistent with the student's abilities, that allows for progressive development of job knowledges and skills, and that has effective supervision.

To obtain a training station, the teacher-coordinator will complete an interview with a prospective employer. During that interview, the teacher-coordinator will describe the program, the student, and the need for a training station. This goal will help you determine the type of information a teacher-coordinator must have to be able to obtain an appropriate training station.

THE IMPORTANCE OF OBTAINING A WORK EXPERIENCE TRAINING STATION

No part of a cooperative work experience program is more vital to its success than the on-the-job component. The on-the-job training should provide a student with an opportunity to develop effective work habits, personality traits, attitudes about work, and job skills needed to be successful in the world of work. During the on-the-job training phase of the work experience program, the student should be involved with career exploration experiences relating to the student's occupational interests, receive assistance in improving human relations skills and work attitudes, and be trained in job skills.

PREPARING FOR YOUR VISIT WITH THE POTENTIAL TRAINING SPONSOR

The teacher-coordinator must do a great deal of preparation in order to obtain a good training station for each student. An interview will take place in which the teacher-coordinator must determine the appropriateness of the work situation and convince the employer to provide a quality training station.

One purpose of the interview is to PROVIDE INFORMATION to the potential employer about:

1. The work experience program,
2. The work experience student, and
3. The training sponsor's role in the work experience program.

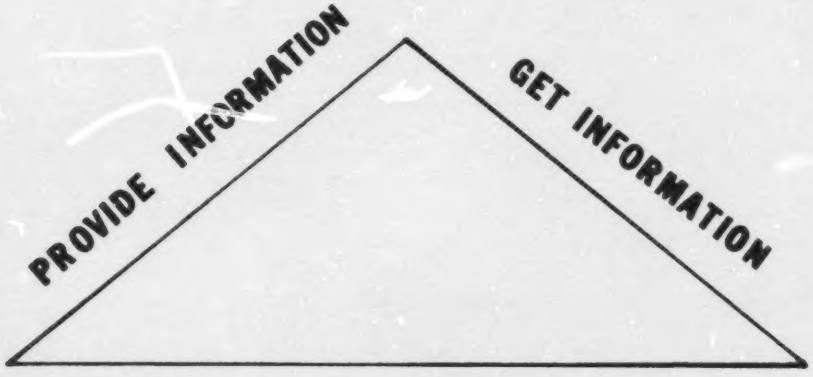
A second purpose of the interview is to GET INFORMATION about the potential training sponsor's values, attitudes, interests, needs, and concerns, such as:

1. Attitudes toward regular employees and student trainees.
2. Current employment needs and conditions.
3. Concerns about hiring and training student-learners.
4. Understanding of the work experience program.
5. Previous experience with work experience programs.

By getting this information, you will have a better understanding of the business' philosophy. This information is necessary to determine if the employer and the business will provide a good training station for your work experience student.

The third and most important purpose of the interview is to GAIN COOPERATION. The primary purpose and goal of your interview with the potential training sponsor is to gain the cooperation of the business in serving as a training station for the work experience student.

PURPOSE OF THE INTERVIEW



To prepare for the interview, the work experience teacher-coordinator must be able to provide the potential training sponsor with information about the program, the student, and the need for supervised work experience as a part of the student's on-the-job training. The teacher-coordinator may wish to use a program brochure to explain the work experience program to the potential training sponsor. A copy of a work experience program brochure is provided in Appendix - 1.
The following section summarizes what the teacher-coordinator should explain to the potential training sponsor about the work experience program and its students.

PROGRAM INFORMATION

The employer should be given a complete picture of the cooperative work experience program. The teacher-coordinator, however, should realize that the potential employer really wants to know how the program and cooperating with the program will effect his/her business. Remember that businesspeople are concerned about things, such as:

1. What is my role as a training sponsor in working with the work experience student?
2. What do you want from me?
3. How do I benefit from the program?
4. Can I really provide training for a student-learner?
5. How much time, money, and effort will it take to get involved in this program?

Although you want to thoroughly cover the program you represent and how it operates, make sure you explain the program on the basis of how it effects the potential training sponsor. You should attempt to "personalize" your presentation and answer the training sponsor's question: "What's In It For Me?" The work experience teacher-coordinator should be able to describe:

1. The goals and objectives of the program.
2. The classroom instruction (relationship of classroom instruction to on-the-job training).
3. The work experience component (the role of the teacher-coordinator and the employer in cooperatively providing the student's on-the-job training).
4. The support services available for the student and the employer -- tax advantages, financial assistance available, subminimum wages, coordinator availability and assistance, counseling, and in-school instruction provided to the student to develop needed work adjustment and job skills.

STUDENT INFORMATION

The teacher-coordinator must also be able to provide the potential employer with information about the student(s) who would like to work for the businessperson and the need for supervised work experience as a part of the student's program. The teacher-coordinator must present a realistic picture of the student--their backgrounds, experiences, and preparation--to the employer. In addition, the teacher-coordinator must be prepared to answer questions and overcome objections of the employer. The teacher-coordinator should be familiar with the following information about each student.

Personal Information

1. Name, address, telephone number, date of birth, social security number
2. Mother and father's name and occupation
3. How long they have lived in the community
4. School and community activities they plan to be involved in
5. Past and current employment experience
6. Transportation needs for on-the-job training
7. Personal and career goals after high school
8. Current occupational interests, abilities, and skills
9. Special factors (family situations, money problems, health, etc.)

Personal Traits

1. Appearance
2. Cooperation
3. Sincerity
4. Courtesy and tact
5. Self-Confidence
6. Ability to accept criticism
7. Self Control
8. Dependability
9. Work values
10. Accuracy
11. Ability to follow directions (consider how many tasks a student is capable of processing in any one set of directions)
12. Speed (how fast can the student complete tasks)
13. Other

School Record

1. Courses taken and to be taken
2. Year in school
3. Number of credits needed for graduation
4. Attendance record
5. Testing information
6. Grades
7. Reading difficulties that may interfere with job responsibilities; math difficulties that may interfere with job responsibilities
8. Extra curricular activities
9. Evidence of strengths, outstanding performance, or special skills

SELF-CHECK - GOAL 1

Assume you are developing information in order to obtain a training station for a work experience student.

1. List the three broad purposes of an interview with a potential employer.

2. List four types of information you should explain to a potential training sponsor about the work experience program.

3. List the three major categories of information you should provide a potential training sponsor about a student you wish to place in a supervised training station.

DIRECTIONS: When finished compare your answers with the information given on pages 3 - 6. If you would like additional information, please turn to the Additional Resources listed on page 21.

PRE-TEST: GOAL 2

UNDERSTAND THE STEP-BY-STEP PROCEDURES FOR OBTAINING A TRAINING STATION

DIRECTIONS: If you wish to attempt the module assessment, complete the questions for the pre-test. If not, turn to page 9 to begin the learning activities.

1. List 10 sources of information a teacher-coordinator can use to gain information about potential training stations.

2. Identify a step-by-step procedure to be followed in obtaining a training station.

DIRECTIONS: When finished with the pre-test, turn to page 18 and compare your answers with the pre-test key. If you missed either of the questions, complete the learning activities.

LEARNING ACTIVITIES

GOAL 2: UNDERSTAND THE STEP-BY-STEP PROCEDURES FOR OBTAINING A TRAINING STATION

DIRECTIONS: Read pages 9-13 and then complete the Self-Check.

INTRODUCTION:

The interview with prospective employers should not be viewed as a placement service operated by the teacher-coordinator. The student is not guaranteed a job, and the coordinator's task is much greater then simply locating businesses that are willing to hire students. The teacher-coordinator should develop and follow a careful step-by-step procedure for obtaining training stations that will locate businesspeople who are willing to cooperate with the educational program by providing an appropriate job, needed training, and close supervision.

Identifying Potential Training Stations:

To begin the process of obtaining training stations, potential businesses must be identified. If some screening of the business can be done prior to the actual interview a great deal of the coordinator's time can be saved. Businesses that cannot provide appropriate jobs can be eliminated without having to spend time interviewing the employer.

A screening process should be established to help identify potential training stations. A list of students and their career objectives should be reviewed to determine the types of jobs that need to be located. A search can then begin to locate businesses that can provide training experiences in line with student's career objectives.

The teacher-coordinator should attempt to specify the criteria that will be used in selecting training stations. A form that could be completed as each business is evaluated should be developed in order to collect information needed to select appropriate businesses. A sample form is shown on the next page.

BUSINESS ANALYSIS FOR IDENTIFYING POTENTIAL TRAINING STATIONS

Business: _____ Address: _____

Owner/Manager: _____ Phone: _____ Date: _____

Criterion	Notes and Comments
1. Nature of the business.	
2. Available jobs--are jobsavailable that match students' career objectives?	
3. Stability of work force--are employees satisfied with the business?	
4. Facilities and equipment-are they modern, up-to-date, and safe?	
5. Working conditions--are they appropriate for a student-learner?	
6. Location-will location pose any transporation problems for students?	
7. Reputation of the firm--is the business a respected, progressive member of the community?	
8. Training methods and/or programs used--does the business show a commitment to employee training?	
9. Attitude of employer toward employees--Is there an interest in the needs of employees?	
10. Evidence of willingness to cooperate with the work experience program.	

ADDITIONAL INFORMATION

Person Interviewed:

Results of Interview:

Additional Contacts:

Job Placement Record

Students Interviewed by employer Dates

1.

2.

3.

4.

Student Hired _____

Job Title _____

Training Sponsor Assigned _____

Job Title _____

There are many sources of information about potential training stations available to the teacher-coordinator. They include:

1. Advisory Committee
2. Former and current training sponsors
3. Chamber of Commerce
4. Professional organizations and service clubs
5. Administrators, counselors, and other teachers
6. Past and present students
7. Labor union officers
8. Employment agencies
9. Community surveys
10. Friends in the community
11. Telephone books, business directories, and newspaper ads.

As a last resort, the coordinator can use a cold canvas approach by walking into businesses up and down the street. However, this approach is usually quite unproductive since the coordinator knows little about the business before the call. It may be helpful as time permits throughout the year to call on new businesses to introduce yourself and leave a business card and a program brochure.

The Interview Procedure:

Once a list of businesses has been developed, preparations can be made for the interviews. The businesses should be analyzed as much as possible prior to the actual interview. This can be done through observation and discussion with people familiar with each business. If a business appears to offer potential as a training station, an initial contact should be made to schedule an interview.

The first contact will usually be with the owner or manager of the business. The coordinator should telephone the person to make an appointment to discuss the work experience program. The interview should be planned carefully to inform the employer of the program, determine the employment needs of the business, and gain cooperation in hiring and training a student. A step-by-step procedure can be used to accomplish those goals.

STEP-BY-STEP INTERVIEW PROCEDURE TO OBTAIN A TRAINING STATION FOR A WORK EXPERIENCE STUDENT

1. Introduce yourself and present a business card.
2. Begin the interview by explaining the purpose of your visit.
3. Explain the purpose of the work experience program and the features of the program. (Use a program brochure for the explanation - See Appendix - 1.)
4. Provide the employer or potential training sponsor with information about students and the need to provide supervised work experience for the students. Individualize the presentation to the needs of the employer.
5. Determine the interests, values, attitudes, and needs of the employer. (Ask questions about the training stations and the employer's philosophy toward providing part-time employment for the student).
6. Answer the employer's questions about the program and the student(s). Identify any concerns the employer may have concerning hiring a special needs student. Be prepared to answer questions about the students, their personal traits, school records, and work aptitudes.
7. Explain your role in assisting the employer in providing needed support in training the student.
8. Ask the employer if he/she would be able to provide a part-time position for a student.
9. Explain the procedures for the job interview with the student(s).
10. Obtain possible dates and times the employer might interview the student(s).
11. Explain the follow-up procedures to the student job interview(s).
12. Thank the employer for his/her time, interest, and cooperation with the work experience program.
13. Remind the employer when you plan to visit with him/her about the students' job interview(s).

SELF-CHECK - GOAL 2

1. Identify the criterion you would consider in determining if a business would be appropriate as a training station for your special needs students.

2. If you were a new coordinator in a community, what would you do to develop a list of potential training stations?

DIRECTIONS: When you are finished, compare your answers with the information on pages 9-13. If you would like more information, please turn to the Additional Resources listed on page 21.

GOAL 3: BE ABLE TO CONDUCT AN INTERVIEW WITH A BUSINESSPERSON TO OBTAIN A TRAINING STATION

DIRECTIONS: Read the introductory comments and watch the videotape showing an interview with a businessperson to obtain a training station.

The Interview:

Twenty to forty minutes are usually available to a teacher-coordinator to gain the cooperation of a businessperson. It is obvious that there is a limit to the amount of information that can be provided in that time. The work experience program must be explained and the need for training must be reviewed. Above all, the contribution of the training sponsor and the benefits to the business must be emphasized.

The discussion should focus around the on-the-job training portion of the program. The training responsibilities of the business should be overviewed, but the teacher-coordinator should emphasize the value of trained employees role in planning and implementing the training.

The needs, attitudes, and interests of the businessperson should be determined during the interview. Remember--the teacher-coordinator is evaluating the business to see if it is an <u>appropriate</u> training station.

If the employer is interested and the business appears to be appropriate, the coordinator should ask, "Will you be able to provide a part-time position for a student?" If the answer is positive, interview and follow-up procedures can be explained. If the employer is unable to provide employment, determine reasons for the negative response and make plans to overcome any problems or objectives if possible.

The Videotape:

The videotape on obtaining a training station shows a teacher-coordinator interviewing a businessperson. Watch the videotape to determine the procedure followed during the interview and the information that was provided. As you watch the interview, complete the guide sheet on the following page.

VIDEOTAPE: OBTAINING A WORK EXPERIENCE TRAINING STATION
GUIDE SHEET

1. How did the teacher-coordinator introduce himself/herself?

2. What program information was provided?

3. What did the teacher-coordinator tell the employer about the student?

4. What information did the coordinator learn about the employer and the business?

5. What type of follow-up was planned by the work experience teacher-coordinator?

DIRECTIONS: After you have viewed the videotape presentation, you should complete the post-test on page 17. If you need additional information before completing the post-test, turn to the Additional Resources on page 21.

POST TEST

1. Identify a business from your community that will serve as a model for role-playing an interview.

2. Prepare information on a work experience program and a student who would like to interview for employment at the business identified above.

3. After the information has been prepared, you will role play and interview with an employer. Your task - a teacher-coordinator is to obtain a training station. Another person will play the role of the businessperson.

4. Your role-playing situation will be evaluated using the critique form on page 20. If the role-playing is videotaped, you should critique it also.

PRE-TEST KEYS

GOAL 1:

1. What are the primary purposes of an interview with a potential training sponsor?

   To GAIN COOPERATION from the businessperson to serve as a training sponsor.

2. List four types of information about the cooperative work experience program which you should be able to describe to potential training sponsors.

   PROGRAM INFORMATION
   STUDENT INFORMATION
   THE TRAINING SPONSOR'S ROLE
   BENEFITS TO THE TRAINING SPONSOR

3. List the major types of information you must know about a student before approaching employers for a supervised work experience placement.

   PERSONAL INFORMATION
   PERSONAL TRAITS
   SCHOOL RECORD

GOAL 2:

1. List 10 sources of information a teacher-coordinator can use to gain information about potential training stations.

   ADVISORY COMMITTEE
   FORMER AND CURRENT TRAINING SPONSORS
   CHAMBER OF COMMERCE
   PROFESSIONAL ORGANIZATIONS
   ADMINISTRATORS, COUNSELORS
   PAST AND PRESENT STUDENTS
   LABOR UNION OFFICERS
   EMPLOYMENT AGENCIES
   COMMUNITY SURVEYS
   FRIENDS IN COMMUNITY
   TELEPHONE AND BUSINESS DIRECTORIES
   NEWSPAPER ADS

2. Identify a step-by-step procedure to be followed in obtaining a training station.

   1. Introduce yourself and present a business card.
   2. Begin the interview by explaining the purpose of your visit.
   3. Explain the purpose of the work experience program and the features of the program. (Use a program brochure for the explanation).
   4. Provide the employer or potential training sponsor with information about student(s) and the need to provide supervised work experience for the student(s). Individualize the presentation to the needs of the employer.

5. Determine the interests, values, attitudes, and needs of the employer. (Ask questions about the training s ation and the employer's philosophy toward providing part-time employment for the student).

6. Answer the employer's questions about the program and the student(s). Identify any concerns the employer may have concerning hiring a work experience student. Be prepared to answer questions about the students, their personal traits, school records, and work aptitudes.

7. Explain you role in assisting the employer in providing needed support in training the student.

8. Ask the employer if he/she would be able to provide a part-time position for a student.

9. Explain the procedures for the job interview with the student(s).

10. Obtain possible dates and times the employer might interview the student(s).

11. Explain the follow-up procedures to the student job interview(s).

12. Thank the employer for his/her time, interest, and cooperation with the work experience program.

13. Remind the employer when you plan to visit with him/her about the students' job interview(s).

POST TEST KEY
OBTAINING A TRAINING STATION
CRITIQUE FORM

CRITERIA	POINTS	RATING		
The teacher-coordinator was dressed like a professional.	3	Excellent Attire	OK	Needs Improvement
The teacher-coordinator used an appropriate greeting.	3	Appropriate	OK	Needs Improvement
The teacher-coordinator introduced himself/herself and provided a business card.	3	Good Intro. Bus. Card Presented		Poor Intro. No Card
The teacher-coordinator explained the purpose of the visit.	4	Well Explained	OK	Needs Improvement
The teacher-coordinator explained the purpose of the work experience program.	7	Well Explained	OK	Needs Improvement
The teacher-coordinator explained the program components and left a brochure with the training sponsor.	7	Well Explained Left Brochure	OK	Needs Improvement
The teacher-coordinator explained the benefits of the program to the potential training sponsor.	15	Well Explained	OK	Needs Improvement
The teacher-coordinator received a "yes response" from the training sponsor to the question: "Would you be able to provide a part-time position for employment?"	15	Received "Yes Response"		Didn't receive "Yes Response"
The teacher-coordinator arranged for specific follow-up procedures for himself/herself or the student interviews.	8	Specific Follow-up Planned	OK	Follow-up not Planned
The teacher-coordinator demonstrated poise in the interview.	7	Well Poised	OK	Needs Improvement
The teacher-coordinator presented a positive image for the school, the program and herself/himself.	8	Excellent Image Presented	OK	Needs Improvement
The teacher-coordinator answered the training sponsor's questions.	10	Questions Well Answered	OK	Needs Improvement
The teacher-coordinator listened to the training sponsor and showed an interest in him/her and the training sponsor's business.	10	Very Effective	OK	Needs Improvement

TOTAL POINTS _____

(Possible 100 points)

ADDITIONAL RESOURCES

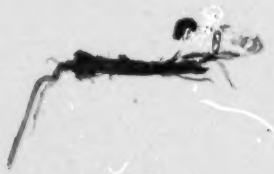
1. American Vocational Association. Vocational-Technical Terminology. Washington, D.C., 1971.

2. Godla, Louis. "Program Changes to Accommodate Handicapped Students." American Vocational Journal. March, 1978, pp. 29-32. (EJ 178 823).

3. Mason, Ralph E. and Peter G. Haines. Cooperative Occupational Education and Work Experience in the Curriculum. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1976.

4. Meyer, Warren G., Lucy C. Crawford and Mary K. Klaurens. Coordination in Cooperative Vocational Education. Columbus: Charles E. Merrill Publishing Company, 1975.

5. On-the-Job Training: CETA Program Models. U.S. Department of Labor, Employment and Training Administration: Washington, D.C., 1977, pp. 43 (ED 149 164).



YOU CAN HELP !

Appendix - I

- by providing part-time job opportunities for work experience students
- by publicizing and recommending the work experience program to your business friends as an effective training service.
- by working with students who want to become effective employees

LOCAL GAZETTE

VOL. I AUGUST, 1980 NO. 2

ATTENTION!

-HELP WANTED-

Need Employers with part-time job for high school students.

No experience necessary.

(Details Inside)

THE COOPERATIVE WORK EXPERIENCE PROGRAM

WORK EXPERIENCE

is a cooperative vocational educational program designed to provide career/vocational experiences for special needs students who want and can benefit from those experiences.

THE PURPOSES

of the program are:

1) to help the student develop sound work habits and realistic vocational expectations; and

2) to provide an opportunity for the student to explore careers and participate in actual work experiences through job placement;

3) to provide entry-level skills training in an occupation for each student.

4) to assist the student in developing necessary social and personal skills needed to live as a productive member of society;

THE STUDENT

receives related instruction to learn life-coping concepts, independent living skills, and to develop basic occupational knowledges and skills. Instruction is also provided in academic areas such as math, English, social studies and other subjects. The student works part-time in a business to receive on-the-job training throughout the school year.

THE TEACHER–COORDINATOR

is responsible for planning, organizing and operating the work experience program. Activities include providing the related classroom instruction, helping the student obtain a part-time job for training in a local business, and helping the employer provide meaningful training and supervision for the student. A variety of other related tasks are necessary in operating an effective cooperative work experience program.

PARENTS

of students enrolled in the Work Experience Program are involved in and supportive of the total educational program.

EMPLOYERS

are needed to provide part-time jobs for work experience students. Through training and supervision on the job and the related school instruction, the student can develop effective job skills.

BENEFITS TO THE EMPLOYER

--students are motivated and interested in the job.

--they receive instruction in school related to their occupational interest.

--the structure of the program allows for flexibility of work schedules.

--the work experience teacher-coordinator will cooperate in the supervision of your new employee.

--recruiting problems are reduced since students are screened by the teacher-coordinator.

--you are provided with steady part-time help.

--benefits on minimum wage rates, unemployment insurance and taxes are available to employers.

--you are actively participating in the educational development of the community's youth.